The standards are accumulative: each grade incorporates the standards and descriptors of the previous grades where appropriate.

# The standards are accumulative: each grade incorporates the standards and descriptor PTS Reading Standards—Elementary Strand 1: Comprehension and Analysis

- Students read, understand, and critically analyze a variety of grade-level-appropriate materials.
- Students utilize a variety of comprehension strategies for literal, interpretive, and analytical understanding of informational and literary texts.

Grade 3	ding of a wide range of complex issues in a Grade 4	Grade 5
Standard 1.1	Standard 1.1	Standard 1.1
Demonstrate an understanding of main	Demonstrate an understanding of main	Demonstrate an understanding of main
dea, events, and supporting details; recall	idea, events, and supporting details;	idea, events, and supporting details;
facts, summarize.	recall facts, summarize.	recall facts, summarize.
,	Compare/contrast information about a	Compare/contrast information about a
	topic.	topic.
Standard 1.2	Standard 1.2	Standard 1.2
Make inferences, make and support	Make inferences, make and support	Make inferences, make and support
oredictions, draw conclusions.	predictions, draw conclusions, recognize	predictions, draw conclusions,
predictions, draw conclusions.	cause and effect relationships.	recognize cause and effect relationships.
Standard 1.3	Standard 1.3	Standard 1.3
Use graphics (e.g., pictures, maps, and	Use graphics (e.g., pictures, maps, and	Use graphics (e.g., pictures, maps, and
diagrams) to gain meaning or relate to	diagrams) to gain meaning or relate to	diagrams) to gain meaning or relate to
written texts.	written texts.	written texts.
Standard 1.4	witten texto.	WITHOU WALL.
Follow multistep directions in	Standard 1.4	Standard 1.4
informational texts, e.g., recipes, how-to	Follow multistep directions in	Follow multistep directions in
projects.	informational texts, e.g., recipes, how-	informational texts, e.g., recipes, how-
orojects.	to projects.	to projects.
Standard 1.5	Standard 1.5	Standard 1.5
Identify different types of texts, (e.g.,	Identify the types of texts (e.g., poetry,	Identify the types of texts (e.g.,
poetry, fiction, nonfiction) and types of	fiction, nonfiction, biography, drama)	nonfiction, biography, drama) and
information (e.g., reality vs. make-	and types of information (e.g., fact	types of information (e.g., fact versus
pelieve).	versus opinion).	opinion).
Standard 1.6	Standard 1.6	Standard 1.6
Understand story elements (e.g., setting,	Understand story elements (e.g.,	Understand story elements (e.g., theme,
olot, characterization, and character's	setting, plot, characterization, and	setting, plot, characterization,
notivation.	character's motivation.)	character's motivation,
motivation.	character's motivation.)	conflict/problem, and dialogue.)
Standard 1.7	Standard 1.7	Standard 1.7
Recognize how language is used for	Recognize how language is used for	Recognize how language is used for
meaning and effect* in literary texts (e.g.,	meaning and effect* in literary texts	meaning and effect* in literary texts
literary devices, figurative language) and	(e.g., literary devices, figurative	(e.g., literary devices, figurative
	language) and in informational texts	language) and in informational texts
in informational texts (persuasion, bias).		(persuasion, bias).
Standard 1.8	(persuasion, bias). Standard 1.8	Standard 1.8
Recognize the purpose of the text and/or		
the author's purpose and perspective.	Recognize the purpose of the text and/or the author's purpose and	Recognize the purpose of the text and/or the author's purpose and
and author's purpose and perspective.	perspective.	perspective.
Standard 1.9	Standard 1.9	Standard 1.9
	Demonstrate an awareness of how a	Demonstrate an awareness of how a
Jamonetrata an assurancee of house a test		
Demonstrate an awareness of how a text reflects cultural traditions and life	text reflects cultural traditions and life	text reflects cultural and ethnic

# PTS Reading Standards—Elementary

## **Strand 2: Reading Process and Language Skills**

- Students apply word analysis and knowledge of word origins and word relationships to determine word meaning in literary and informational texts.
- Students use research skills to access, understand, and synthesize information from a variety of sources (e.g., print, electronic, interviews).

<ul> <li>Students apply understanding of organizational patterns, arguments, and techniques.</li> </ul>				
Grade 3	Grade 4	Grade 5		
Standard 2.1	Standard 2.1	Standard 2.1		
Apply knowledge of synonyms and	Apply knowledge of synonyms and	Apply knowledge of synonyms and		
antonyms to determine meaning.	antonyms to determine meaning.	antonyms to determine meaning.		
Standard 2.2	Standard 2.2	Standard 2.2		
Recognize and use clues within the text	Recognize and use clues within the text	Recognize and use clues within the text		
(e.g., word structure [simple prefixes and	(e.g., word structure [simple prefixes	(e.g., word structure [simple prefixes		
suffixes], sentence structure, context) to	and suffixes], sentence structure,	and suffixes], sentence structure,		
determine word meaning.	context) to determine word meaning.	context) to determine word meaning.		
Standard 2.3	Standard 2.3	Standard 2.3		
Distinguish and interpret words with	Distinguish and interpret words with	Distinguish and interpret words with		
multiple meanings.	multiple meanings.	multiple meanings.		
Standard 2.4	Standard 2.4	Standard 2.4		
Demonstrate an understanding of the	Demonstrate an understanding of the	Demonstrate an understanding of the		
structural features and the function of	structural features and the function of	structural features and the function of		
text, (e.g., title, table of contents, index,	text, (e.g., title, table of contents, index,	text, (e.g., title, table of contents, index,		
and glossary.)	glossary, paragraphs, topic sentences,	glossary, paragraphs, topic sentences,		
	and headings.)	and headings.)		
Standard 2.5	Standard 2.5	Standard 2.5		
Identify appropriate sources (e.g.,	Demonstrate ability to use various	Demonstrate ability to use various		
dictionary, encyclopedia, Internet) and	sources (e.g., dictionary, encyclopedia,	sources (e.g., dictionary, encyclopedia,		
ways to locate and gather information.	Internet) and ways to locate and gather	Internet) and ways to locate and gather		
	information.	information.		
	Standard 2.6	Standard 2.6		
	Identify organizational patterns found in	Identify organizational patterns found		
	texts, (e.g., compare and contrast, cause	in texts, (e.g., compare and contrast,		
	and effect, chronological order.)	cause and effect, chronological order.)		

PTS Reading Standards—Middle School

# **Strand 1: Comprehension and Analysis**

- Students read, understand, and critically analyze a variety of grade-level-appropriate materials.
- Students utilize a variety of comprehension strategies for literal, interpretive, and analytical understanding of informational and

<ul> <li>Students demonstrate an understanding of a wide range of complex issues in informational and literary texts.</li> </ul>				
Grade 6	Grade 7	Grade 8		
Standard 1.1	Standard 1.1	Standard 1.1		
Demonstrate an understanding of main	Demonstrate an understanding of main	Demonstrate an understanding of main idea and		
idea and supporting details; summarize.	idea and supporting details; summarize.	supporting details; summarize.		
Standard 1.2	Standard 1.2	Standard 1.2		
Make inferences, make and support	Make inferences, make and support	Make inferences, make and support, predictions,		
predictions, draw conclusions,	predictions, draw conclusions,	draw conclusions, compare/contrast information		
compare/contrast information about a	compare/contrast information about a	about a topic, and cause and effect relationships.		
topic, and recognize cause and effect	topic, and recognize cause and effect			
relationships.	relationships.			
Standard 1.3	Standard 1.3	Standard 1.3		
Use graphics (e.g., pictures, maps, and	Use graphics (e.g., pictures, maps, and	Use graphics (e.g., maps, charts, tables, graphs,		
diagrams) to gain meaning or relate to	diagrams) to gain meaning or relate to	icons, pull-down menus) to gain meaning or		
written texts.	written texts.	relate to written texts,		
Standard 1.4	Standard 1.4	Standard 1.4		
Follow multi-step directions in	Follow multi-step directions in	Follow simple mechanical and technical		
informational texts, e.g., recipes, how-	informational texts, e.g., recipes, how-to	directions in informational texts, e.g.,		
to projects.	projects.	applications, manuals, projects.		
Standard 1.5	Standard 1.5	Standard 1.5		
Identify different types of texts (e.g.,	Identify different types of texts (e.g.,	Understand the different types of and		
poetry, fiction, nonfiction, drama,	poetry, fiction, nonfiction, drama,	characteristics of texts, (e.g., folktales, myths,		
folktales, and myths) and types of	folktales, and myths) and types of	drama, and autobiography) and types of		
information (e.g., fact versus opinion).	information (e.g., fact versus opinion).	information, (e.g., fact versus opinion,		
		assumptions).		
Standard 1.6	Standard 1.6	Standard 1.6		
Understand story elements, (e.g.,	Understand story elements, (e.g., theme,	Understand and analyze story elements, (e.g.,		
theme, setting, plot, characterization,	setting, plot, symbols, characterization,	theme, conflict, setting, plot, symbols, mood,		
character's motivation, and	character's motivation, and	tone, dialogue, and point of view.)		
conflict/resolution.)	conflict/resolution.)			
Standard 1.7	Standard 1.7	Standard 1.7		
Recognize how language is used for	Recognize how language is used for	Recognize how language is used for meaning		
meaning and effect* in literary texts	meaning and effect* in literary texts (e.g.,	and effect* in literary texts (e.g., literary		
(e.g., literary devices, figurative	literary devices, figurative language) and	devices, figurative language) and in		
language) and in informational texts	in informational texts (persuasion, bias).	informational texts (persuasion, bias).		
(persuasion, bias).				
Standard 1.8	Standard 1.8	Standard 1.8		
Recognize the purpose of the text	Recognize the purpose of the text and/or	Recognize the purpose of the text and/or the		
and/or the author's purpose and	the author's purpose and perspective.	author's purpose and perspective.		
perspective.	Standard 1.0	Standard 1 0		
Standard 1.9	Standard 1.9	Standard 1.9		
Demonstrate an awareness of how a	Demonstrate an awareness of how a text	Demonstrate an awareness of how a text reflects		
text reflects cultural and ethnic	reflects cultural and ethnic traditions and	cultural and ethnic traditions and life		
traditions and life experiences.	life experiences.	experiences; Identify and analyze the use of		
		recurring themes and employ elements of		
		literary criticism.		

# PTS Reading Standards—Middle School

## Strand 2: Reading Process and Language Skills

- Students apply word analysis and knowledge of word origins and word relationships to determine word meaning in literary and informational texts.
- Students use research skills to access, understand, and synthesize information from a variety of sources (e.g., print, electronic, interviews).

electronic, interviews).	reconstructional matterns, arguments, and technique	iguag
Grade 6	rganizational patterns, arguments, and techn Grade 7	Grade 8
Standard 2.1 Apply knowledge of synonyms and antonyms to determine meanings.  Standard 2.2 Recognize and use clues within the text (e.g., sentence structure, context) to determine word meaning.  Standard 2.3 Use knowledge of word origins to determine the meanings of unknown	Standard 2.1 Identify and/or understand the use of idioms, dialect, word origins, analogies, and denotative and connotative meanings and their effect on the text.  Standard 2.2 Recognize and use clues within the text (e.g., sentence structure, context) to determine word meaning.  Standard 2.3 Not assessed for Grade 7	Standard 2.1 Analyze idioms, dialect, word origins, analogies, and denotative and connotative meanings and their effect on the text.  Standard 2.2 Recognize and use clues within the text (e.g., sentence structure, context) to determine word meaning.  Standard 2.3 Not assessed for Grade 8
words; interpret words with multiple meanings.  Standard 2.4  Demonstrate an understanding of the structural features and the function of text, (e.g., headings, table of contents, index, and glossary).	Standard 2.4 Demonstrate an understanding of the structural features and the function of text, (e.g., paragraphs, topic sentences, and headings).	Standard 2.4 Demonstrate an understanding of the structural features and the function of text, (e.g., headings, sidebars, parentheses).
Standard 2.5 Use various sources (e.g., dictionary, encyclopedia, Internet) and ways to locate and gather information.	Standard 2.5 Use various sources (e.g., dictionary, encyclopedia, Internet) and ways to locate and gather information.	Standard 2.5 Use information from a variety of consumer, workplace, and public documents to explain a situation, complete a task, or solve a problem.
Standard 2.6 Identify structural patterns found in texts, (e.g., compare and contrast, cause and effect, chronological order.)	Standard 2.6 Identify and demonstrate understanding of organizational patterns found in informational texts, (e.g., compare/contrasts, cause/effect, and chronological order.)	Standard 2.6 Analyze the use of organizational patterns, (e.g., chronological order); analyze the use of support patterns, (proposition, evidence, and bias.)

## PTS Reading Standards—High School

### **Strand 1: Comprehension and Analysis**

- Students read, understand, and critically analyze a variety of grade-level-appropriate materials.
- Students utilize a variety of comprehension strategies for literal, interpretive, and analytical understanding of informational and literary texts.
- Students demonstrate an understanding of a wide range of complex issues in informational and literary texts.

#### Standard 1.1

Demonstrate an understanding of main idea and supporting details, and key concepts; summarize information.

#### Standard 1.2

Make inferences, make and support predictions, analyze cause and effect relationships.

#### Standard 1.3

Use graphics (e.g., maps, schedules, applications, icons, pull-down menus) to gain meaning or relate to written texts.

#### Standard 1.4

Synthesize complex information from technical or reference materials, (e.g., applications, directions, Web sites.)

#### Standard 1.5

Understand the different types and characteristics of texts, e.g., sonnet, free verse, allegory, satire, and autobiography) and types of information (e.g., fact versus opinion, assumptions).

#### Standard 1.6

Understand the use of story elements and their relationship to the meaning of the text, (e.g., plot, mood, tone, point of view, climax, and conflict.)

#### Standard 1.7

Recognize how language is used for meaning and effect\* in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).

#### Standard 1.8

Analyze the purpose of the text and/or the author's purpose and perspective.

#### Standard 1.9

Analyze how a text reflects cultural and ethnic traditions and life experiences; identify and analyze the use of recurring themes and employ elements of literary criticism.

## PTS Reading Standards—High School

### Strand 2: Reading Process and Language Skills

- Students apply word analysis and knowledge of word origins and word relationships to determine word meaning in literary and informational texts.
- Students use research skills to access, understand, and synthesize information from a variety of sources (e.g., print, electronic, interviews).
- Students apply understanding of organizational patterns, arguments, and techniques.

#### Standard 2 1

Analyze idioms, dialect, word origins, analogies, and denotative and connotative meanings and their effect on the text.

Standard 2.2

Recognize and use clues within the text (e.g., sentence structure, context) to determine word meaning.

Standard 2.3

Not assessed in High school

Standard 2.4

Demonstrate an understanding of the structural features and the function of text, (e.g., headings, sidebars, parentheses.)

Standard 2.5

Use information from a variety of consumer, workplace, and public documents to explain a situation, complete a task, or solve a problem.

Standard 2.6

Analyze the use of organizational patterns, (e.g., chronological order; analyze the use of support patterns, proposition, evidence, and bias.)

<sup>\*</sup>Standard 1.7 will assess how language is used for meaning and effect and will not access terminology.